DOCUMENT RESUME

ED 102 673 EA 006 794

TITLE	The Junior High Years: A Statement of Philosophy and Purpose.
INSTITUTION	Junior High School Principals' Association of Los Angeles, Calif.
PUB DATE	74
NOTE	22p.
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	Articulation (Program); *Curriculum; Differentiated Staffs; Educational History; *Educational Objectives; *Educational Programs; Guidance Counseling; Integrated Curriculum; *Junior High Schools; Socialization; *Student School Relationship

ABSTRACT

This report was prepared to provide the board of education of the Los Angeles Unified School District with a general overview of the educational programs and objectives of the district's 75 junior high schools. The report emphasizes the junior high school's function as an educational bridge between childhood and young adulthood. Following a description of the historical development of junior high schools in Los Angeles, separate sections briefly discuss the six primary functions of the junior high school program--articulation, differentiation, integration of skills, exploration, guidance, and socialization. (JG)

ED102673

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE JUNIOR HIGH YEARS

A Statement of Philosophy and Purpose

PREPARED BY

The Junior High Principals Association *of the*
Los Angeles Unified School District - 1974

EA 006 794

F O R E W O R D

Not since 1962 has the Junior High School Principals' Association presented to the Board of Education a report on its junior high schools. Changes almost too numerous to mention have taken place in these intervening years. The rate of change has been unprecedented, accelerated by such forces as the student turmoil of the sixties, the rising expectation of the communities, community involvement and decentralization with its accompanying greater flexibility and autonomy at the local level. This has been a period of educational experimentation and innovation, accompanied by a re-cycling of proven practices and programs within a new framework emphasizing articulation and the kindergarten through twelfth-grade sequence.

We are pleased for the opportunity to focus on these very special and important years in the growth and development of students age eleven through fifteen, and to scan this great District sampling the many excellent programs designed to meet the needs of students in grades seven through nine.

We, as junior high school principals, are proud of our schools, and we commend this Board of Education for providing the resources and the climate which has made possible the outstanding programs and accomplishments of our seventy-five junior high schools. We trust you will join us in this feeling of pride as you focus with us on "THE JUNIOR HIGH YEARS."

Eva M. Kirby, President
Junior High School Principals' Association
1973-74

INTRODUCTION

The junior high principals are pleased with this opportunity to bring to you, the members of our Board of Education, a brief presentation of the history and functions of the junior high school in Los Angeles.

We will trace the growth of the junior high in Los Angeles from 1910, and will illustrate the six functions of junior high school education. These functions are: articulation, differentiation, integration of skills, exploration, guidance, and socialization.

HISTORY

The structure of the public school system from its inception, through the 1800's, was a program of elementary education which encompassed the grades kindergarten through eight and a program of high school education encompassing grades nine through twelve.

This structure seemed satisfactory until the late 1890's, when educator and community concerns heightened. These emerging concerns centered on the need for better articulation between elementary schools and high schools, the need for more comprehensive programs in the seventh and eighth grades, and the need to devote sufficient instructional time to secondary education.

In the early 1900's, many educators generally agreed that certain secondary studies should be introduced earlier in the child's schooling, that additional studies should become a part of the educational program, and that a separate school should be initiated to

teach these subjects to the early adolescent. Thus the junior high school concept began to emerge as an integral part of the public school system.

The years 1909-1911 are of particular importance in this move to reorganize the public schools in America. In 1909, the Board of Education of Columbus, Ohio, authorized the establishment of a school to include grades seven, eight, and nine. In January, 1910, Berkeley, California established two "Introductory High Schools" with grades seven, eight and nine.

The re-organization of the Los Angeles public schools began in 1910. At that time, grades seven and eight from one section of the City were placed in a central school to introduce departmental work, elective subjects, and flexible promotions. This school was so successful that in 1911 four schools situated in four areas of the City were set aside for grades seven, eight and nine with pupils drawn from elementary schools. The program of the Los Angeles Intermediate Schools, as they were first called, offered three courses: a general, a commercial, and an elementary industrial. These first four Intermediate schools were Custer (became Custer Elementary in 1914), Avenue 21 (reopened as Lincoln High School in 1918), 14th Street (became John Adams Junior High School in 1923).

The advantages of these three-year intermediate schools in Los Angeles, as summarized by then Superintendent John Francis, included the following: (1) more challenging approaches to teaching, (2) departmental work, (3) the development of social responsibility during

early adolescence, (4) the attraction of men teachers to grades seven and eight, (5) better provision for pupils who would soon terminate their education, (6) more guidance for pupils as individuals, especially vocational guidance, and (7) a more gradual transition from the elementary to the high school. In effect, Superintendent Francis, as early as 1911, expressed a philosophy for the intermediate schools of Los Angeles which embodied the basic points of view that later came to be generally accepted by leaders in education throughout the United States.

After 1915, the number of intermediate schools, now generally called the junior high school, expanded rapidly. By the middle 1920's, throughout the nation it had become a significant part of the total school program.

In the 1930's, a re-evaluation of the junior high school revealed that it could make a more sophisticated contribution. This survey centered on the retention of some of the worthwhile aspects of the existing systems, but in addition, the junior high school became more clearly defined in terms of its contribution in meeting the specific needs, interests, and abilities of adolescents. In effect, the junior high school began to add a concern for the student as an individual to the subject-centered curriculum.

In 1940, Dr. William Gruhn and Dr. Carl S. Douglas developed a statement of functions for the junior high school. This statement was submitted to leaders in education across the nation whose evaluation and suggestions identified the functions of the junior high school as:

articulation, differentiation, integration of skills, exploration, guidance and socialization.

Since that report, the functions of the junior high school have been reviewed several times and though the emphasis has been altered somewhat, and the techniques for implementation have been altered greatly, the functions are still basically the same.

How are our present seventy-five junior high schools maintaining their excellence in education? What are the educational programs which stimulate the 140,000 plus junior high pupils of Los Angeles? Our Los Angeles junior highs continue to be prime movers in interpreting and applying these functions to provide an outstanding educational program for the children we serve.

ARTICULATION

The first function is articulation. For the child, the three crucial years of junior high represent a bridge in the progression from the elementary school to the high school.

The sixth-grade pupil is introduced to the junior high school through a variety of specially designed programs.

Counselors visit the elementary schools taking with them representatives of the junior high student body to present, from the student's point of view, the many adjustments to be made, the various activities and service opportunities available, and a glimpse of the future.

Sixth-grade pupils and their parents are invited to visit and

tour the junior high. This helps to allay fears, real and imagined, of the school's size and its complexity, including such concerns as bells, lockers, and crowded halls.

Parents of sixth graders are invited to meet with the faculty and staff who will be directly involved in serving their children's special needs.

When the grade counselor enrolls the pupil and assigns him to a homeroom, he establishes an alliance among the counselor, homeroom teacher, and pupil which is designed to provide guidance continuity with this team remaining constant for the pupil's three years.

But our responsibility for articulation does not end once the seventh grader has found junior high to be hospitable. In three short years, the process of articulation again becomes operative. The ninth grader will be visited by his future tenth-grade counselor who will help him construct a tenth-grade program. Our continuing responsibility as "the school in the middle" is to reduce the tensions and concerns of the student in transition between elementary school and high school.

DIFFERENTIATION

The second function is differentiation. There are six aspects of differentiation. These aspects are 1) teacher-pupil relationships, 2) the utilization of a multi-talented experienced staff, 3) organizational changes, 4) individualized instruction, 5) program variety, 6) specialized facilities.

Teacher-Pupil Relationships

The first aspect of differentiation is the teacher-pupil relationship which merges the maturity level of the pupil and the talents of teachers. The pupil will soon experience dramatic changes in physical size, emotional behavior, and intellectual accomplishments. Some pupils will experience gradual change; others will experience rapid change as if overnight. Even within a pupil's own grade level and age, differences will be marked and quite common.

Junior high school teachers have the college training upon which to rely for insight and they reinforce their own experiences through their fellow teachers in local staff development programs. They begin to utilize the principles of learning and of child growth as they relate to this age group. Because of dramatic and accelerated change in the pupil, the teachers are impelled to use a variety of skills, programs, structures, and approaches. The application of these techniques requires maturity, patience and understanding.

The Utilization of a Multi-Talented Experienced Staff

A second aspect of differentiation is the use of experienced staff in a variety of roles.

In social studies -- mini-courses in a ten-week period, stimulating interest in such topics as democracy vs. communism, law and youth, ecology, twentieth century world leaders.

In language arts -- programs utilizing a library of 15,000 books.

In a multi-media center -- individual pupils learning at their own pace from many materials.

In mathematics -- some pupils learn better from a uni-pack course which goes as fast as the pupil wishes while others need the attention of another person to move through a difficult learning situation.

In homemaking and industrial education -- the sex of the students no longer limits the subject matter offerings as it once did. Boys enjoy chef and cooking classes while girls demonstrate their ability in wood shop and design crafts.

In addition, the differentiation in services is also apparent in the guidance program where grade level centers give pupils a place to seek help on individual problems.

In innovation, department chairmen facilitate cooperative teaching which enriches the learning experience of the pupil.

These samples are illustrations of the reservoir of teacher talent currently serving the child.

Organizational Changes

A third aspect of differentiation produces organizational change designed to serve the pupil. One way we are able to illustrate this type of differentiation is to describe how we have organized to meet needs that occur before school, nutrition, and lunch periods. Many junior highs have accommodated a breakfast program, provided as many as two nutrition periods, and scheduled three lunch periods for student bodies from 1200 to 2800 pupils. The National Food Lunch Program is another example of how the junior high continually alters its program to meet an identified need.

Incidentally, as the programs change, the social maturity of junior high age pupils doesn't change dramatically. During a nutrition or lunch period, seventh graders still run to get attention,

eighth graders are loud and boisterous, and ninth graders demonstrate a certain sophistication and appear to be above it all.

Individualized Instruction

A fourth aspect of differentiation is individualization. Many teachers, as a result of the nature of their subject matter, have utilized the principles of individualization for years, but today it is entering every aspect of the curriculum as more and more teachers are becoming aware of the flexibility and variety of approaches it offers.

Individualized instruction has certain common factors which takes into account: (1) Where the pupil is in the learning process (2) What his needs are (3) Where his interests are (4) What his aptitude and rate of learning are. In many cases contracts between individual students and teachers are utilized as incentives to stimulate successful experiences. Individualized instruction adds another facet to the junior high teacher's expertise.

Program Variety

The fifth aspect of differentiation is a variety of programs. While the pupil is experiencing rapid changes, he will also be experiencing diversified educational activities designed to enhance his physical, emotional, and intellectual growth. The incoming seventh-grade pupil must learn to deal with a variety of teachers, subjects, and rooms for he might encounter as many as fourteen different educational activities within one school year. It is not uncommon to find a junior high school offering its pupils choices from fifty

different specialized experiences in addition to the courses required.

Specialized Facilities

The sixth aspect of differentiation is the specialized facilities. Our junior high schools have been designed to provide facilities where varied activities can take place. In addition to the traditional academic classroom, there are special rooms for music, industrial arts, drama, typing, reading, physical education, homemaking, and science. There are auditoriums, all-purpose rooms, media centers, cafeterias, counseling offices, health offices, and other specialized rooms designed to serve special needs better.

In summary, the nature of our pupils directs us to differentiate. We relate to them. We use a variety of skills. We utilize a multi-talented staff. We offer comprehensive programs using specialized facilities. We individualize instruction.

INTEGRATION OF SKILLS

The third function is integration of fundamental skills. We build upon the skills developed through the elementary school years and expand the capabilities of the pupils by integrating skills into the structure and programs of the junior high.

The most utilized programs of integration include: (1) basic skills extension, (2) application of skills in general and specialized education, (3) survey of content areas, and (4) application of critical intellectual processes.

Let's look more closely at each of these skills integrations.

Basic Skills Extension

In the past fifteen years and increasingly so since 1964, the junior high has extended its basic skills program. Teachers have taken the responsibility of retraining themselves through special programs of staff development. They have utilized new skills for teaching reading and mathematics in such programs as Title I labs, AB 938 mathematics and reading programs, tutorial programs, non-graded mathematics programs, and reading development through content programs. A teacher who is subject-matter trained and child-centered in philosophy will integrate basic skills by applying them into subject or content areas. Examples are:

Language Arts Programs apply basic reading skills to pleasure reading, reading in the content areas, and oral and written communication skills.

Mathematical Programs apply math capabilities into basic and other subject areas such as industrial arts and homemaking.

Social Science Programs take into account human and social values, civic responsibility, health, creative development, and intellectual pursuits.

Application of Skills in General and Specialized Curriculum

We also recognize our responsibility to give experiences to the immature pupil in applying skills into general and specialized curriculum. The range of courses offered which begin with the general and progresses to the specialized is impressive:

From language arts skills to creative writing, film making, mini courses in TV drama, performing arts, and inter-cultural literature.

From basic math to consumer math, algebra, Columbia math, mobile computers, and geometry.

From history and geography to man and civilization, international relations and intercultural heritage.

From agriculture to horticulture, landscaping, and floriculture.

From general art to animated film production or ceramics.

From typing to business practice.

From home arts to gourmet cooking and bachelor living.

From metal shop to jewelry making and small engine repair.

From general plastics to molding and the development of projects which have commercial and vocational value.

From graphic arts to offset printing.

From general music to orchestra and glee clubs.

From physical education to gymnastics, outdoor recreation, and weight training.

From general science to oceanography and astronomy.

This list does not cover all the courses offered, but serves as an example of the progression developed in many subject areas. The junior high is a vital link in providing introductory and exploratory opportunities that lead to a development of saleable skills for every Los Angeles City School student.

Content Areas of the Curriculum

The junior high begins to focus the student's learning on specific subject matter content in depth. The goals and objectives of the kindergarten through sixth-grade program now become distinct and the junior high's goals and objectives begin to emerge.

Students are given experiences in integrating previous skills into a subject area that has additional demands of a specific period of time and specific curriculum objectives. Examples are:

U. S. History, science, and algebra.

Application of Critical Intellectual Process

Critical thinking requires that the teacher integrate scientific inquiry, communication skills, study skills, questioning/listening and problem solving in a variety of subject matter areas. For example:

In social science classes, one group of students creates a problem while another group solves the problem created.

In a science class, the inquiry-centered program bases its lesson on the assumption that ideas which mean most are those the pupil discovers for himself.

In a speech class, students present their hypothesis and then defend their conclusions.

These scenes represent some of the ways the junior high curriculum challenges the intellectual process. Our goal is for the student to utilize his independent thought processes to reach an intelligent conclusion.

EXPLORATION

The fourth function is exploration. Throughout the previous phases of this report, exploration has permeated all of the others. The many programs already described have illustrated that this exploration function is most characteristic of the junior high. The adolescent, because of his inquisitive nature, utilizes the junior high program to expand his horizons.

Wide and varied experiences have been described in agriculture, art, business education, drama, industrial arts, home economics,

and music. These programs along with experience in reading, mathematics, English, science and foreign language are important curriculum offerings to the junior high pupil.

GUIDANCE

The fifth function is guidance. The guidance program is an integral part of the child's junior high experience. It performs best as a total concept embracing all aspects of the child's experiences.

Early adolescence is a most critical time in a child's growth and development. It is a time which presents serious challenges. The adolescent is approaching decision making regarding educational direction, peer relationships, boy-girl relationships, and independence. Guidance programs in the junior high are designed to help students make decisions concerning these conflict situations, not only about academic achievement, but in self-acceptance, self-direction, and self-discipline. The on-site guidance staff has the advantage of continuous contact with children. To this end, guidance programs embrace attendance counseling, pupil-centered conferences with and about the child, group counseling, case conferences, children's needs identified through testing, academic and vocational counseling, recognition of achievement, and homeroom guidance programs.

The counselor works with all of the influences which operate on the child including parents, teachers, administrators, medical doctors, pupil service and attendance counselors, and community referral

agencies. The junior high counseling program epitomizes our child-centered philosophy.

SOCIALIZATION

The sixth function is socialization. Freedom and self-government are fundamental concepts. The junior high provides valuable civic lessons in decision making through student activities that are well organized, active, articulate, and enthusiastic.

It is the nature of the junior high pupil to serve, to initiate, to organize, and to evaluate. It is his nature to develop accord with his peers through meaningful productive co-curricular activities. Junior highs foster:

- Student Government Programs
- Advisory Council Participation
- Ninth-Grade Leadership Activities
- Teacher/Pupil Seminars
- Human Relations Workshops
- Coed Activities
- Student Courts
- Pride Committees
- NYC Programs

In addition, there are subject matter clubs from computers to chess, from magic to model making, and after school athletics, including:

- Swimming
- Skating
- Karate
- Hiking
- Wrestling
- Golf
- Bowling
- Tennis
- Skiing
- Weight Training

The junior high school captures the heart, the intellect, and the enthusiasm of the early adolescent. The new emerging curriculum of the junior high emphasizes that reason, logic, and involvement will gain eventually for our society a citizen who is responsible and independent.

CONCLUSION

In presenting a conclusion to our report, we return to our first function. Articulation can be defined as bridging the gap, a gap that can exist for the transitional pupil between the environment of the elementary school and the environment of the senior high school. The junior high school is cognizant of that which came before and that which will follow. The junior high helps the pupil to move from childhood to young adulthood. It fulfills that responsibility by providing articulation, differentiation, integration of skills, exploration, guidance, and socialization.

To conclude with such a resume of responsibilities may obscure the point that the junior high serves a function so basic that we often fail to see it. The junior high child is unique; therefore, the junior high is unique. The child comes from the elementary school carefully guided and well-nurtured. But a child reaches a point when some unseen force impels him to try his wings, however frail, to test the heretofore immutable authority of age and to seek unexplored heights.

One noted psychologist indicates that the child's great task is one of freeing himself if he is to cease to be a child and so become a member of the social community.[1] There must be a place in a child's education where this detachment is nurtured, carefully supervised, and allowed as a natural step in the maturation process. The junior high is that step. It is designed to provide the child with opportunities

---

[1] Sanders, Thomas, *Currents*, pp. 141 (1971)

to explore, to bend, to twist, to stretch, to expand, and to grow. And as such maturation takes place, the young adult moves to the next level of his educational growth confident that he can meet the new challenges of an increasingly independent, freer, and self-demanding structure.

ACKNOWLEDGMENTS

To Staff Development Office for consultation and production help:

Dr. Edmund Adams, Advisor
Mrs. Clarice Simon, Facilitator
Robert Green, Producer
Don Webster, Photographer

To Junior High School Principals' Association Ad Hoc Committee for "The Junior High Years":

Michael McNamara, Chairman	Sepulveda Junior High School
Robert Case	Revere Junior High School
Dr. Andrew Anderson	Nobel Junior High School
Dr. Paul Possemato	Griffith Junior High School
Dr. Truman Case	Hughes Junior High School
Mrs. Barbara LaBranche	Bancroft Junior High School
Willard Skelley	Madison Junior High School
Mrs. Eva Kirby, Ex Officio	Millikan Junior High School

To the following who provided consultation, suggestions, and support:

John Falxa, Principal	Reseda High School
John Giovannoni, Instructional Advisor	North Field Service Center
Miss Dorothy Hawe, Principal	Van Nuys Elementary School
Matt Jamgochian, Instructional Advisor	Channel 58

Eugene White, Director of Audio Visual Aid Services
Members of the Junior High School Principals' Association
Area Superintendents and their *Staffs*
Richard Cooper, Mentor of the Junior High School Principals' Association

JUNIOR HIGH SCHOOL PRINCIPALS' ASSOCIATION

1973 - 74

EXECUTIVE BOARD

Mrs. Eva M. Kirby	President
Willard Skelley	President-Elect
Mrs. Clarice Simon	Secretary
Dr. Sheila Bauer	Secretary
Charles Mortensen	Treasurer
Dr. Truman Case	Past President

AREA REPRESENTATIVES

Dr. Paul Possemato	East
Jack Thompson	North
R. L. Burt	South
Don Brown	West

SCHOOLS AND PRINCIPALS

Adams	*Donald W. Hahn*
Audubon	*Dr. Lowell Osborne*
Bancroft	*Mrs. Barbara LaBranche*
Belvedere	*Miss Ophelia Flores*
Berendo	*Mrs. Rosalyn Heyman*
Bethune	*Mrs. Dora Ballard*
Burbank	*Dale B. Trowbridge*
Burroughs	*Walker Carlton*
Byrd	*Henry V. Quinley*
Carnegie	*Paul W. Gaebel*
Carver	*Theodore B. Siegel*
Clay	*David R. Sowers*
Columbus	*Maurice A. Ives*
Curtiss	*Lionel H. Joubert*
Dana	*Jan W. Pluim*
Dodson	*John W. Toomey*
Drew	*Harold J. Grodske*
Edison	*Charles Caballero*
El Sereno	*Jess E. Williamson*
Emerson	*Robert L. Hawkins*
Fleming	*John Small*
Foshay	*Daniel W. Austin*
Frost	*Robert P. Malcolm*
Fulton	*Harold E. Bauer*
Gage	*R. L. Burt*
Gompers	*Gerald Horowitz*
Griffith	*Dr. Paul Possemato*
Hale	*Jotty Falvo*
Harte	*Miss Takako Nakahara*
Henry	*Robert S. Beck, Jr.*
Hollenbeck	*Frank Armendariz*
Holmes	*Jack S. Thompson*
Hughes	*Dr. Truman N. Case*
Irving	*Edward J. Cloherty*
King	*Douglas M. Beamish*
Lawrence	*Richard G. Valentine*
LeConte	*Dr. Warren Steinberg*
Maclay	*Jack Jacobson*
Madison	*Willard Skelley*
Mann	*Willie Williams*
Marina Del Rey	*Mrs. Elizabeth Elliott*
Mark Twain	*Robert E. Mills*
Markham	*John D. Bowick*
Marlton	*Mrs. Rhoda S. Freeman*
Millikan	*Mrs. Eva M. Kirby*
Mt. Gleason	*Mrs. Edna S. Susank*
Mt. Vernon	*Mike C. Seeger*
Muir	*Samuel W. Harper*
Mulholland	*Arthur G. Ramey*
Nightingale	*John D. Reilly*
Nimitz	*Roger L. Caukin*
Nobel	*Dr. Andrew Anderson*

BEST COPY AVAILABLE

SCHOOLS AND PRINCIPALS (Cont'd)

Northridge	*Donald O. Skinner*
Olive Vista	*Richard E. Miles*
Pacoima	*Richard F. Miller*
Palms	*Donald B. Brown*
Parkman	*James S. Royer*
Pasteur	*George R. Schneider*
Peary	*Albert W. Stembridge*
Porter	*Gerald J. Peterson*
Portola	*John G. Fox, Jr.*
Reed	*Dr. Sheila Bauer*
Revere	*Floyd Manning*
San Fernando	*Albert E. Irwin, Jr.*
Sepulveda	*Michael F. McNamara*
Sequoia	*Robert F. Denahy*
South Gate	*Leland L. LaFond*
Stevenson	*John W. Reilly*
Sun Valley	*William B. Billingsley*
Sutter	*George T. Cole*
Van Nuys	*Robert J. Clark*
Virgil	*Charles R. Mortensen*
Webster	*Michael J. Marienthal*
White	*Jack R. Hastings*
Wilmington	*Miss Soledad Garcia*
Wright	*Ottis L. Reid*

PRINTED BY THE MADISON PRESSMEN
MR. HAL DINGMAN, TEACHER
MADISON JUNIOR HIGH SCHOOL
LOS ANGELES UNIFIED SCHOOL DISTRICT